

Moore Intermediate

1101 Cheraw Drive
Florence, SC 29501

Grades 5-6 Elementary School

Enrollment 719 Students

Principal Barbara Hood 843-664-8171

Superintendent Larry Jackson, Interim Superintendent 843-669-4141

Board Chair Porter Stewart 843-669-6395

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	50	8	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Below Average	No

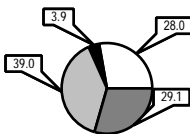
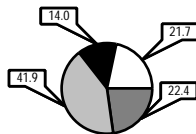
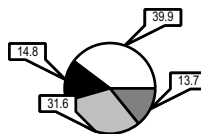
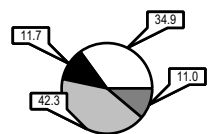
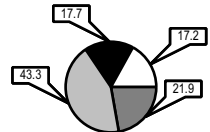
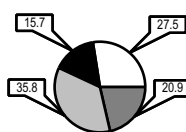
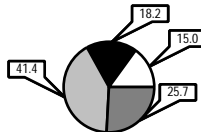
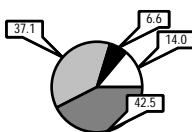
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	726	99.3	27.7	39.2	29.2	3.9	42.5	Yes	Yes
Gender									
Male	356	98.9	32.9	38.8	25.5	2.8	36.3		
Female	370	99.7	22.7	39.5	32.7	5.0	48.4		
Racial/Ethnic Group									
White	368	100.0	14.2	42.2	38.2	5.4	55.3	Yes	Yes
African American	314	98.7	46.7	36.4	15.8	1.1	22.8	No	Yes
Asian/Pacific Islander	23	100.0	13.6	18.2	54.5	13.6	77.3	I/S	I/S
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	603	99.7	21.1	40.4	33.9	4.7	49.4		
Disabled	123	97.6	62.3	33.0	4.7	0.0	6.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	726	99.3	27.7	39.2	29.2	3.9	42.5		
English Proficiency									
Limited English Proficient	13	92.3	25.0	33.3	33.3	8.3	58.3	I/S	I/S
Non-Limited English Proficient	713	99.4	27.7	39.3	29.1	3.9	42.2		
Socio-Economic Status									
Subsidized meals	312	98.4	46.6	38.4	13.8	1.1	21.3	No	Yes
Full-pay meals	414	100.0	14.8	39.7	39.7	5.9	57.0		

Mathematics – State Performance Objective = 36.7%									
All Students	726	99.6	21.6	41.9	22.5	14.0	52.2	Yes	Yes
Gender									
Male	356	99.2	22.0	41.8	22.9	13.3	48.6		
Female	370	100.0	21.2	42.1	22.1	14.7	55.6		
Racial/Ethnic Group									
White	368	100.0	12.3	39.3	27.9	20.5	67.2	Yes	Yes
African American	314	99.0	36.3	47.6	14.7	1.5	29.3	No	Yes
Asian/Pacific Islander	23	100.0	0.0	18.2	22.7	59.1	81.8	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	603	99.8	13.5	44.1	25.7	16.7	60.3		
Disabled	123	98.4	63.6	30.8	5.6	0.0	10.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	726	99.6	21.6	41.9	22.5	14.0	52.2		
English Proficiency									
Limited English Proficient	13	100.0	0.0	30.8	23.1	46.2	69.2	I/S	I/S
Non-Limited English Proficient	713	99.6	22.0	42.2	22.5	13.4	51.8		
Socio-Economic Status									
Subsidized meals	312	99.0	35.9	44.1	17.0	3.0	31.9	No	Yes
Full-pay meals	414	100.0	11.7	40.5	26.2	21.6	66.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	726	98.6	39.3	32.0	13.9	14.9	28.8
Gender							
Male	356	97.5	40.3	30.8	14.2	14.8	28.9
Female	370	99.7	38.3	33.0	13.6	15.0	28.6
Racial/Ethnic Group							
White	368	99.7	24.3	32.6	20.9	22.3	43.1
African American	314	97.5	61.7	30.9	4.5	3.0	7.4
Asian/Pacific Islander	23	100.0	13.6	22.7	18.2	45.5	63.6
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	603	99.5	31.4	35.0	16.2	17.3	33.6
Disabled	123	94.3	81.6	15.5	1.0	1.9	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	726	98.6	39.3	32.0	13.9	14.9	28.8
English Proficiency							
Limited English Proficient	13	92.3	16.7	33.3	25.0	25.0	50.0
Non-Limited English Proficient	713	98.7	39.7	31.9	13.6	14.7	28.4
Socio-Economic Status							
Subsidized meals	312	97.4	59.8	29.3	5.3	5.6	10.9
Full-pay meals	414	99.5	25.3	33.8	19.7	21.2	40.9

Social Studies							
All Students	726	98.6	34.1	42.8	11.1	11.9	23.0
Gender							
Male	356	97.5	34.4	41.0	11.7	12.9	24.6
Female	370	99.7	33.9	44.5	10.6	10.9	21.5
Racial/Ethnic Group							
White	368	99.5	24.4	43.8	14.6	17.2	31.8
African American	314	97.8	50.2	41.3	6.3	2.2	8.6
Asian/Pacific Islander	23	100.0	4.5	36.4	13.6	45.5	59.1
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	603	99.5	26.4	47.0	13.0	13.6	26.6
Disabled	123	94.3	75.7	20.4	1.0	2.9	3.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	726	98.6	34.1	42.8	11.1	11.9	23.0
English Proficiency							
Limited English Proficient	13	92.3	16.7	33.3	33.3	16.7	50.0
Non-Limited English Proficient	713	98.7	34.5	43.0	10.7	11.8	22.5
Socio-Economic Status							
Subsidized meals	312	97.1	51.5	41.7	4.2	2.7	6.8
Full-pay meals	414	99.8	22.4	43.6	15.8	18.1	33.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	378	100.0	24.6	47.6	26.2	1.6	27.8
	6	406	99.5	30.7	40.7	26.8	1.8	28.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	377	99.2	25.9	40.9	31.8	1.5	33.2
	6	349	99.4	29.8	37.3	26.3	6.6	32.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	378	99.7	30.6	40.9	14.9	13.6	28.5
	6	406	100.0	26.4	43.3	20.4	9.9	30.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	377	99.5	21.4	46.9	17.3	14.4	31.7
	6	349	99.7	21.6	36.6	28.1	13.8	41.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	377	98.9	40.3	31.5	15.3	12.9	28.2
	6	349	98.3	38.1	32.4	12.4	17.1	29.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	377	99.2	34.1	44.4	9.7	11.8	21.5
	6	349	98.0	33.8	41.4	12.7	12.1	24.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 719)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.1%	Down from 2.4%	2.3%	3.0%
Attendance rate	95.6%	Up from 95.0%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%	Down from 10.6%	2.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%	Down from 10.6%	2.1%	3.2%
Eligible for gifted and talented	17.4%	Up from 12.9%	20.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.8%	Down from 16.5%	7.5%	8.2%
Older than usual for grade	2.6%	No change	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	35.6%	Up from 34.0%	56.8%	52.6%
Continuing contract teachers	86.7%	Up from 74.5%	86.6%	83.3%
Highly qualified teachers	93.0%	Down from 93.1%	94.6%	93.5%
Teachers with emergency or provisional certificates	5.0%	Down from 8.1%	0.0%	0.0%
Teachers returning from previous year	80.3%	Up from 71.0%	87.7%	87.0%
Teacher attendance rate	95.4%	Down from 96.1%	95.4%	95.0%
Average teacher salary	\$38,302	Up 2.4%	\$43,046	\$41,703
Prof. development days/teacher	7.9 days	Down from 9.3 days	11.8 days	12.8 days
School				
Principal's years at school	6.5	Up from 5.5	5.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 22.1 to 1	20.3 to 1	18.8 to 1
Prime instructional time	90.2%	Down from 90.6%	90.8%	89.8%
Dollars spent per pupil*	\$4,964	Up 10.9%	\$5,922	\$6,242
Percent of expenditures for teacher salaries*	63.0%	Up from 62.6%	67.4%	65.8%
Opportunities in the arts	Excellent	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	84.2%		89.4%	
Highly qualified teachers in high poverty schools	86.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Moore Intermediate School has enjoyed a year of achievement and success during 2004-05. We continue our pursuit of excellence in Language Arts, Mathematics, Science, and Social Studies. A continuous analysis of our program assists us in making changes that will benefit our children. Moore Intermediate School is accredited by the Southern Association of Colleges and Schools (SACS) and nationally accredited by the Commission on International and Trans-Regional Accreditation (CITA).

We have accomplished the following goals this year: national and local recognition for participation in quarterly service projects for the Earth Foundation, Manna House, and Christmas for Kids; a strong Performing Arts program that includes a large auditioned Chorus and Drama Club; a character program that includes the S.A.V.E. Club, Be Cool Program, Character Awards, Character Month of March, Positive Referrals, Manners of the Week, and Character Words of the Week; a Tae Kwon Do Club for at-risk students to promote good character and good grades; a morning PACT Club for tutoring; an after-school program for tutoring and structured activities; the second annual Moore EXPO for rising fifth graders and their parents; and the use of school-wide standards checklists to monitor progress in all subject areas.

We continue to explore opportunities to improve our Palmetto Achievement Challenge Test (PACT) scores. The school-wide instructional focus assists everyone in establishing an across-the-curriculum approach. Teachers utilize common planning times for grade levels, subject areas, and team collaboration.

Moore benefits from our supportive parents and APT. They have sponsored ice-skating nights, roller skating, teacher appreciation activities, and Family Fun Night with Bingo and the Book Fair. Our APT is instrumental in providing extra instructional materials, books, equipment, and countless volunteer hours. Our School Improvement Council is an integral part of our team working to improve programs and helping us monitor our goals.

The Moore Team of students, parents, faculty, and staff continue to work toward our mission of providing a quality education through team teaching, cooperative learning, character education, and innovative teaching methods.

Barbara Hood, Principal
Mark Barnes, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	290	218
Percent satisfied with learning environment	81.0%	78.4%	78.3%
Percent satisfied with social and physical environment	90.0%	76.9%	72.5%
Percent satisfied with school-home relations	81.0%	88.0%	64.6%

*Only students at the highest elementary school grade level at this school and their parents were included.